

Tate County School District
Dropout Prevention and Recovery Plan

2019-2020

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2018-2019

Mission: Tate County School District exists to educate all students to be college and career ready, and to develop a lifelong love for learning.

Vision: Tate County School District will strive to become a learning organization in which students and staff work together to help all students exceed their potential in academics, the arts, and athletics.

VALUES AND BELIEFS

- We believe that all students can learn.
- We believe that the person most responsible for learning is the student; therefore we will help students develop the attributes of an effective learner.
- We believe in partnerships between schools and community.
- We believe in safe, healthy schools with a positive climate conducive to learning.
- We believe in effectively communicating with parents and students to improve student achievement.

3105 - Dropout Prevention /Graduation Completion Plan (Proposed Revisions)

1. Each school district shall implement a dropout prevention plan approved by the Office of Dropout Prevention of the State Department of Education by the 2012-2013, and annually thereafter, school year.
 - Tate County School District will review the plan through the 2019-2020 school year through monthly administrator meetings, MTSS meetings, school level meetings, and P-16 meetings.
 - Tate County School District will attend meetings through 2019-2020 school year concerning how to address Dropout Prevention and Graduation Success.

2. Each local school district will be held responsible for increasing the graduation rate and/or eliminating dropouts in the district. The local school district will be responsible for the implementation of high school completion plan focusing on issues such as, but not limited to:
 - a) Establishing policies and procedures that meet the needs of the districts.
 - Tate County School District initiated a District Level MTSS team during the 2016-2017 school year. Through the 2019-2020 school year the District MTSS team will not only monitor the data of the students, but also provide a list of evidence based interventions to implement at the school level.
 - b) Increasing awareness of students' reading skill levels in kindergarten through grade 3 by providing schools and teachers with effective diagnostic tools and clear standards for measuring each individual student's progress in learning to read.
 - TCSD utilizes Star Reading and the MKAS² pre and post assessment for all Kindergarteners.
 - MTSS – A District team has been established and meets monthly to review district data.
 - Interventionists located at elementary schools
 - A District ELA Curriculum Specialist has been employed.
 - c) Establishing policies and/or initiatives to ensure that students are college or career ready.
 - The strategic plan is designed to help ensure college and career readiness.
 - MTSS
 - Interventionists located at elementary schools.
 - A plan with all 7th grade students and up-dated each year.
 - Counselor advisement for schedule completion each year

- Checklist for graduation credits and requirements
- d) Identification of current needs within the school district that will increase the district's high school graduation rate.
- Needs assessments for Title I which addresses students, teachers, and parents
 - State assessment data analysis done annually
 - Benchmark assessment data analysis is done monthly
 - MTSS
 - Monthly a review of leading and lagging indicators is reviewed and analyzed
- e) Identification of existing resources and existing prioritized needs.
- Annual review of the TCSD Dropout Plan to review indicators of success – Plan will be discussed and analyzed throughout the year at different meetings
 - Strategic Plan
- f) Identification of existing barriers that hinder meeting the needs of the district.
- Monthly review of the Leading and Lagging Indicators
 - Randomly surveys are completed at different levels to identify barriers
- g) Implementing high school completion initiatives emphasizing on the needs of individual local education agencies.
- College and Career day
 - National Guard College and Career Day
 - Student incentive programs and awards programs
 - Visit to the colleges
 - Signing Days at schools
3. Each local school district shall ensure that data is used to determine predictive indicators and documented needs of the district; characteristics of students served, and/or scientifically based practices based on, but not limited to:
- 1. Attendance Rate**
 - 2. Truancy Rate**
 3. Mobility Rate
 - 4. Graduation Rate**
 - 5. Dropout Rate**
 - 6. Disciplinary Infraction Rate**
 7. Disciplinary Recidivism Rate
 - 8. School Population**
 - 9. Economically Disadvantaged**
 - 10. Limited English Proficient**
 - 11. Students with Disabilities**
 - 12. Percentage of Students by Subgroup** (i.e., White, African American, Females, Males)
 - 13. Teacher Attendance**

- 14. Pregnancy/Teen Parent
- 15. Judicial Interaction (i.e., detention center and/or training school placement)
- 16. Educational Level of Parents
- 17. Suspension Rate**
- 18. Expulsion Rate**
- 19. Number of School Transfers
- 20. Extracurricular Activities Participation**
- 21. Grade Point Average
- 22. Reading and Math Scores**
- 23. Policy statements regarding district-level dropout prevention strategies**
- 24. Plan for the coordination and cooperation among school officials, agencies, and programs involved in compulsory attendance issues, to reduce the number of unexcused absences from school**

- 4. Focusing current student/learning supplemental supports programs connected to daily instruction.
 - Strategic Plan
 - MTSS
 - Interventionist located at elementary schools
 - Accelerated Reader
 - Saxon Phonics
- 5. Developing in-classroom and school-wide approaches, including learning supports found effective in the state's high-poverty/high-achieving schools.
 - RtI and TST implementation with interventionist
- 6. Developing the capacity to implement learning supports through leadership training.
 - Professional development of teachers and administrators
 - PLC weekly meetings
 - Common planning times
 - New Teacher Orientation throughout the year
 - ELA and Math Curriculum Specialist employed to coach our teachers
- 7. Developing and implementing accountability indicators directly related to the learning support system and fully integrating them into school improvement accountability.
 - Strategic Plan
 - Monitoring and implementing focus on Leading and Lagging Indicators monthly
 - Implementing Mississippi Professional Growth System
- 8. Focusing on the student-centered goals and objectives that are measurable.
 - Active Learning focus through identifying and communicating with clarity objectives at the beginning of learning

- Ensuring students are able communicate learning of objectives
9. Reducing the retention rates in grades kindergarten, first and second.
 - Rtl/TST process with interventions at elementary schools
 - MKAS² to ensure Kindergarten students needs are meet
 - Dyslexia Screener
 10. Expanding educational affiliations to include head start, parochial, private and community early childhood programs to develop a systematic approach that will support students in acquiring the child development skills that are essential for success in a K-12 program. These skills will include cognitive, social, language, behavioral, gross and fine motor skills.
 - Working with the local Head Start
 - Kindergarten Transition Visits
 - Special Services are provided in private schools, community early childhood programs, and Head Start
 - MKAS² to ensure Pre-K students needs are meet
 11. Targeting subgroups that need additional assistance to meet graduation requirements.
 - Special Education students [inclusion, related services (counseling, behavior therapy, OT, PT), focus on ensuring graduation requirements are met]
 - ELL {assistance is provided at all locations for ELL students to master the language and improve their ability to master the skills needed to learn}
 12. Utilizing counselors to perform duties as outlined in Mississippi Code of 1972 Section 37-9-79.
 - Counseling individual and groups of students
 - Academic counseling is provided
 - Vocational counseling is provided
 - Counseling in financial assistance for college and career opportunities
 13. Developing dropout recovery initiatives that focus on students age seventeen (17) through twenty-one (21), who dropped out of school (i.e., Mississippi Works).
 - Review records of students who have previously dropped out in relation to new Graduation requirements
 - Credit Recovery
 14. Ensuring that the **Response to Intervention (Rtl) process**, a multi-level prevention system to maximize student achievement and to reduce behavior problems, is implemented with fidelity. Schools must identify students at risk for poor learning and behavior outcomes, monitor student progress, provide evidence-based interventions, and revise the stated goals and objectives depending on a student's responsiveness.

- Each school has an active Teacher Support Team which implements the Rtl process
 - The district provides monitoring of the TST and Rtl process monthly at each school through the district level MTSS team.
 - The principal of each school monitors the interventionist and interventions in order to ensure fidelity
15. Ensuring that the district has accurate dropout statistics is necessary to build reliable historical information, to evaluate effectiveness of the academic/vocational instructional process and dropout prevention.
- Multiple personnel will review data to ensure its accuracy
16. Implementing programs that provide positive alternatives to students at risk.
- PBIS
 - Membership in various clubs/organizations at the school level
 - Athletic opportunities
17. Implementing procedures that incorporate parent trainings that provide strategies for motivating their children to stay in school.
- Parent Involvement Meetings which emphasize skills needed for their child to be successful at school
18. Each school district's dropout prevention plan shall address how students will transition to the home school district from the juvenile detention centers.
- Tate County School Board Policy states the transition from juvenile detention centers to a Tate County School will encompass the student attending the Alternative Learning Center for a designated period of time to re-acclimate from a small to larger setting
19. Each high school with a graduation rate lower than 80% will be placed in a restructuring status and the district must incorporate the following within the district's dropout prevention /high school completion plan. **(See individual TCSD schools restructuring plans attached)**
- a) The school/district dropout plan must describe improvement actions, progress in achieving a graduation rate of 80% or higher, timelines, measures for success and monitoring process.
 - b) The restructuring process must address fundamental reforms, such as highly effective teachers are currently utilized.
 - c) The restructuring process must address modifying district financing and material resources based on the data.
 - d) The district must ensure that all students have an Individualized Career and Academic Plan (iCAP).

- e) The restructuring process must address student accountability in meeting graduation requirements by utilizing, but not limited to extended school day, reorganizing instructional delivery, support for students into smaller learning communities, and/or building of staff as professional learning communities.
- f) The restructuring process must address student behaviors.
- g) The restructuring process must integrate curriculum changes to increase academic rigor and offer an extensive range of educational choices.
- h) The restructuring process must address the collaboration between the high school, elementary and middle schools within its zone focusing on attendance, behavior, and academic performance patterns.
- i) The restructuring process must outline detailed professional development that facilitates improved instruction and assessment methods.
- j) The restructuring process must include strategies to support staff changes that will enhance communication and foster cooperation among elementary, middle and high school stakeholders (i.e., staff, students, families, and community).
- k) The school/district may implement a tutorial program to foster relationship building and positive educational outcomes (i.e., staff/student, peer/peer, student/community stakeholder).
- l) The restructuring process shall include a process to increase student ownership that includes an advisement program for all students that focuses on career opportunities.

20. The district superintendent shall attest that all the information in the plan is factual and that the restructuring process has been duly approved by the local school board.

- The Dropout Prevention Plan will be approved by the Tate County School Board and Superintendent of Education

21. The district superintendent must ensure that the restructuring process is incorporated into the district's current dropout prevention/high school completion plan no later than ninety (90) days from the release of graduation/dropout rates published by the Mississippi Department of Education. The document must be approved by the Office of Dropout Prevention.

- The Dropout Prevention Plan will include the Restructuring Process of each school (IHS and SHS) and will be approved by the Tate County School Board and Superintendent of Education. Based on the 2017 release of graduation/dropout rates, within 90 days the Dropout Prevention Plan will include the Restructuring Process of each school

under 80% and will be approved by the Tate County School Board and Superintendent of Education.

22. The dropout prevention/high school completion plan will be reviewed to determine whether the district has successfully outlined a process that will fundamentally reform quality of services for students.
 - Each year the Dropout Prevention Plan will be reviewed to revise.